





## RELATIONSHIP and HEALTH EDUCATION POLICY

Date Reviewed	6 <sup>th</sup> July 2022	
Signed Headteacher		
Signed Chair of Curriculum & Standards		
Date Revised	Summer Term 2024	

***Achieve, Believe, Create***  
***Be the very best you can be!***

To embrace the challenges of a successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-regulation. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone will face difficult situations in their lives. Themes within RHE support our children to develop resilience, to know how and when to ask for help, and to build their own coping strategies.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From Spring 2021 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

#### **SCHOOL CONTEXT**

Our school community comes from a wide and diverse society. A proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

#### **POLICY DEVELOPMENT AND CONSULTATION**

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

#### **Relationships and Health Education**

At Rednal Hill Infant School, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in

friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

#### **Aims and Objectives of this policy and the relationships education curriculum:**

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs

***\*Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances\****

#### **MORAL AND VALUES FRAMEWORK**

**THE PROGRAMME WILL REFLECT OUR SCHOOL VALUES** (resilience, respect, trust, honesty and responsibility) **AND ETHOS TO ENCOURAGE THE FOLLOWING: -**

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

#### **CONTENT OF PROGRAMME**

Our PSHE curriculum is a bespoke one that caters to our children's needs as well as those that arise regionally and globally. It is delivered weekly for 45 minutes to an hour, but time is also given regularly to reflect upon issues and allowing children to respond appropriately. PSHE is intertwined with other curriculum areas along with UNICEF Rights of the child and the No Outsiders scheme. Themes are addressed whole school and they are responsive and flexible to issues that arise, whether it is during the day, in the community or worldwide. Our school values and our SMSC curriculum are at the heart of what we do and all support our ethos to develop each child to be the best that they can be and be resilient and knowledgeable about how they might deal with various situations in the future.

We have adapted the curriculum to meet the needs of our children following lockdown during and after COVID 19. Staff are trained in Relax Kids as well as by Liz Bates on emotional health and wellbeing (2020/21). In 2022 we completed TIAAS training. There will be a focus primarily on managing feelings and emotions and will become a recovery curriculum primarily dealing with issues such as neglect, poverty, addictive behaviours etc. Each half term we have a child led session which allows our students to discuss issues that are important to them.

Each classroom has an emotions board which is used regularly and is responsive to things that arise. Children each have a helping hand which they outline the trusted people who could help them whether it's at school, at home or in the wider world.

The three core themes that are addressed are; Health and Wellbeing, Relationships and living in the wider world. Teaching builds according to the age and needs of the pupils throughout with suggested developmentally appropriate learning objectives given to respond to each key question. The PSHE lead has liaised with the Junior School to ensure coverage and continuity.

## **ORGANISATION AND METHODS OF TEACHING**

### **Planning and delivery of programme**

- This lessons of work have been planned by school staff and supporting external agencies
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected
- Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning

### **AREAS OF RESPONSIBILITY:**

#### **Head Teacher and Governors**

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

#### **Teaching Staff**

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

## **SPECIFIC ISSUES**

### **Confidentiality**

Children will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures)

### **Answering Difficult Questions**

- If a child asks a difficult question during a whole class session, staff will be expected to answer honestly and factually
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Children's questions will be answered according to their level of maturity and understanding, with support from parents
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles
- Teachers will focus heavily on the importance of healthy relationships

- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern

## **WORKING WITH PARENTS**

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

Parents will be consulted when this Relationship and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with Sarah Pace or Helen Drinkwater.

## **Other related documents & policies**

Cross reference to other related policies  
 (such as PSHE, Health and Wellbeing and Mental Health and Wellbeing Statement)  
 Education Act 2002  
 Keeping Children Safe in Education 2019  
 Working Together to Safeguard Children 2018  
 Equality Act 2010  
 Science Curriculum KS1 & KS2  
 Children and Social Work Act 2017  
 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019  
 OFSTED School Inspection Handbook 2019  
 Relationship & Health Education Statutory Guidance 2019 (DfE)  
 United Nations Convention on the Rights of the Child

## **EQUAL OPPORTUNITIES/INCLUSIVITY**

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

## **MONITORING AND EVALUATION**

This policy will be managed by the PSHE Co-ordinator/Science Coordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

## **DISSEMINATION OF THE POLICY**

Parents will be supplied with a fully copy on request.

The policy will be communicated to all staff and governors.

